**K-5Math Lesson Plan**

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| **Teacher:**Southard/Johnson | | | **Grade: 2nd** | | | **Date(s)**: Task 3 Day 6 |
| |  | | --- | | **Unit Title:**  Understand Place Value (Hundreds, Tens, Ones) | | | | | **Corresponding Unit Task:**  Use base-ten blocks or a number line to determine how much more you will need to buy of each item. Compare how much of each item you have in current inventory to how much more you will need to buy. | | |
| **Essential Question(s):**   |  | | --- | | How do I compose numbers up to 1,000? |   How do you know the value of a number?  How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  \*Station materials ready after independent practice  Marshmallows  Tooth picks  Cheerios  UNO cards  Playing Cards  **\*No Teacher Directed or Guided Practice due to Assessment.** | | **Student:**  Investigation Task 3 handout  School Inventory Handout  UNO Record Sheet (student made) | | | place value  hundreds  tens  ones  skip count  counting on  base ten  expanded form  number line  greater than  less than  same as  equal to | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**   |  | | --- | | **2.NBT.3**  *Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. (Special Note: Expanded form will be taught in Unit 3.)*  (Correlates to NCSCOS Math Objective 1.01b)  **2.NBT.4**  *Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.* (Correlates to NCSCOS Math Objective 1.01c) | | | | | | |
| **I Can Statement(s):**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  | | --- | |  |   I can use base ten number names, standard form and expanded form to read and write numbers to 1000.  I can use expanded form to read and write numbers to 1000.  I can read and write numbers to 1000.   |  |  | | --- | --- | | |  | | --- | | I I can identify the place that each digit holds.  I I can compare numbers using symbols <,>, and =. | | |  | | | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Review and sing Ringo Rango (from Task 1). | | | | | |
| **Independent Practice:**   |  | | --- | | Investigation Performance Task 3 handouts (From GEMS) | | School Inventory Sheet (from GEMS) | |  | | | | | | |
| **Guided Practice:**Students will participate in 4 different centers. Centers are as follows:  Marshmallow Place Value: Using large marshmallows as place value digits, poke toothpicks in the center. Ring Cheerios around the toothpicks to represent the numbers.  I have, Who has: premade cards  UNO Cards: Students will make a pyramid with UNO cards (1 at the top, 2 below that, 3 below that, and 4 below that). Students will place the cards face down. The top card represents the ones place. Below that you will flip the cards over and write the larger number in the tens place. Repeat this for the hundreds and thousands place. At the bottom of the pyramid you will have boxes to record the numbers (See attached)  War  Computer games | | | | | |
| **Closing/Summarizing Strategy:**Ticket out the door students must answer the following: **Tell me one thing you have learned so far?** | | | | | |
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| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
|  | | |  | | |  |
| **Assessment(s):** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

UNO Record Sheet

TH

O

T

H

Thousand Place

Hundreds

Place

Tens Place

Ones Place